

| Degree | Type | Year |
|--|------|------|
| 2501572 Business Administration and Management | OT | 4 |
| 2501573 Economics | OB | 2 |

Contact

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Teachers

(External) Jan-Luca Henning

(External) Otros profesores

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The knowledge resulting from having completed the course "Introduction to Economics" and "International Economy", ie, an understanding of basic concepts of economics and knowledge of broadly the evolution of the global economy and international relations.

Objectives and Contextualisation

Provide students with the basic tools and knowledge necessary for understanding and interpreting the processes of economic integration and globalization. The course aims to situate the importance of the phenomenon of economic integration through the analysis of regional trade agreements, financial integration, monetary zones and integration institutions. Also give an account of the technological, social and economic changes that accompany the process of globalization.

Competences

- Business Administration and Management
- Capacity for adapting to changing environments.

- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Capacity for oral and written communication in Catalan, Spanish and English, which enables synthesis and oral and written presentation of the work carried out.
- Demonstrate initiative and work individually when the situation requires it.
- Demonstrate knowledge of the structure of institutions and the state, their evolution and the consequences of possible changes, to be able to make a positive contribution to the debate about the role they play in current society.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Know how to handle the analytical framework and empirical knowledge that is offered by the economy on international relations and the most important economic areas.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

Economics

- Capacity for adapting to changing environments.
- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Demonstrate initiative and work individually when the situation requires it.
- Demonstrate knowledge of the structure of institutions and the state, their evolution and the consequences of possible changes, to be able to make a positive contribution to the debate about the role they play in current society.
- Know how to handle the analytical framework and empirical knowledge that is offered by the economy on international relations and the most important economic areas.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Show motivation for carrying out quality work and sensitivity to the consequences for the environment and society.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Value ethical commitment in professional practice.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

Learning Outcomes

1. A capacity of oral and written communication in Catalan, Spanish and English, which allows them to summarise and present the work conducted both orally and in writing.
2. Analyse the role of international institutions in the economy.
3. Assess ethical commitment in professional activity.
4. Assess the functioning and current situation of the Spanish economy.
5. Capacity to adapt to changing environments.

6. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
7. Demonstrate initiative and work independently when required.
8. Demonstrate motivation regarding the quality of the work performed and sensitivity regarding the consequences on the environment and society.
9. Describe the main economic agents making up the Spanish and Catalan economy.
10. Examine the influence and the role of Spanish public institutions in the economy.
11. Identify the role of the public sector in the Spanish economy.
12. Interpret the economic globalisation process and its consequences for the Spanish economy.
13. List the main characteristics of the labour market in Spain.
14. Organise work, in terms of good time management and organisation and planning.
15. Perform an economic analysis of integration processes, in general, and of the European integration process, in particular.
16. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
17. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
18. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
20. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
21. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
22. Work as part of a team and be able to argue own proposals and validate or refuse the arguments of others in a reasonable manner.

Content

1. Fundamentals of globalization and economic integration
2. Elements of integration: customs and monetary unions
3. Elements of European integration
4. Globalization and commercial integration: value chains
5. Regional integration in the world
6. Globalization and financial integration
7. Advanced economies vs. Emerging economies
8. Crisis, recession and economic protectionism
9. European monetary union
10. European economic policies

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|----------------|-------|------|------------------------------|
| Type: Directed | | | |
| Lectures | 32.5 | 1.3 | 2, 15, 4, 9, 13, 10, 11, 12 |
| Tutorials | 17 | 0.68 | 5, 1, 6, 7, 8, 14, 16, 22, 3 |

Type: Supervised

| | | | |
|--|----|-----|------------------|
| Readings, revision of exercises, discussion of questions and doubts, face-to-face tutoring | 20 | 0.8 | 1, 7, 14, 16, 22 |
|--|----|-----|------------------|

Type: Autonomous

| | | | |
|-----------------------------------|----|-----|--------------------------|
| Data collection and data analysis | 20 | 0.8 | 2, 15, 1, 12, 19, 17, 18 |
|-----------------------------------|----|-----|--------------------------|

| | | | |
|------------------------------------|----|------|------------------|
| Readings and study of the material | 37 | 1.48 | 2, 15, 4, 10, 12 |
|------------------------------------|----|------|------------------|

Lectures: in these sessions the teacher will introduce the students to the basic knowledge of each of the topics of the subject.

Tutorial: this is a set of activities carried out jointly by the students and the teacher to deepen ideas and concepts introduced in class. Some sessions can be held in computer classes.

Autonomous activities: the students will assimilate (individually) the topics discussed in class with the support of the tutoring of the teacher.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---|
| Final Exam | 40% | 2 | 0.08 | 2, 15, 4, 5, 1, 6, 7, 9, 13, 10, 11, 12, 8, 14, 21, 20, 19, 17, 18, 16, 22, 3 |
| Midterm exam | 40% | 1.5 | 0.06 | 2, 15, 4, 5, 1, 6, 7, 9, 10, 11, 12, 8, 14, 21, 20, 19, 17, 18, 16, 22, 3 |
| Writing essays, presentations and class exercises | 20% | 20 | 0.8 | 2, 15, 4, 5, 1, 6, 7, 9, 13, 10, 11, 12, 8, 14, 21, 20, 19, 17, 18, 16, 22, 3 |

Continuous assessment

Continuous assessment consisting of a comprehensive final examination (40% of the valuation), a partial examination to verify the status of learning skills and abilities (40% of the valuation) and writing tests, conducting presentations and class exercises (20% of the valuation).

All students are required to perform the evaluation activities. If the student's grade is 5 or higher, the student passes the course and it cannot be subject to further evaluation. If the student grade is less than 3.5, the student will have to repeat the course the following year. Students who have obtained a grade that is equal to or greater than 3.5 and less than 5 can take a second chance exam. The lecturers will decide the type of the

second chance exam. When the second exam grade is greater than 5, the final grade will be a PASS with a maximum numerical grade of 5. When the second exam grade is less than 5, the final grade will be a FAIL with a numerical grade equal to the grade achieved in the course grade (not the second chance exam grade).

A student who does not perform any evaluative task is considered "not evaluable", therefore, a student who performs a continuous assessment component can no longer be qualified with a "not evaluable"

This subject offer the option for comprehensive evaluation (single assessment). (Art. 265 of the UAB Academic Regulations)

By requesting a single assessment the student waives the option of continuous evaluation.

The single assessment must be requested in the Academic Management of the Campus where the bachelor's degree/master's degree is taken within the deadline and with the procedure established in the administrative calendar of the Faculty of Economics and Business. The single assessment consists of two exams on the content of the whole course whose total duration will be three hours (80% final grade). In addition, on the single assessment day, the student will have to deliver the essays and other evaluable activities carried out throughout the course (20% final grade)

The comprehensive evaluation must be requested at the Academic Management (Gestió acadèmica) of the Campus where the degree/master's degree is taught. The request must be filed according to the procedure and the deadline established by the administrative calendar of the Faculty of Economics and Business.

Attendance :

- *Student attendance is mandatory on the day of the comprehensive assessment. The date will be the same as that of the final exam of the semester as per the evaluation calendar published by the Faculty of Economics and Business and approved by the Faculty's Teaching and Academic Affairs Committee. The duration of the comprehensive assessment must be specified in the characteristics of such activity.*
- *100% of the evaluation evidences must be handed in by the student on the day of the comprehensive assessment.*
- *The evaluation evidences carried out in person by the student on the same day of the comprehensive assessment must have a minimum weight of 70%.*

| Evidence type | Weight in the final assessment (%) | Duration of the activity | Is the activity that corresponds to this evaluation evidence to be carried out in person on the date scheduled for the comprehensive evaluation? (YES/NO) |
|--------------------------|------------------------------------|--------------------------|---|
| <i>Exàmen parcial</i> | <i>40%</i> | <i>1 hour</i> | <i>YES</i> |
| <i>Exàmen final</i> | <i>40%</i> | <i>2 hours</i> | <i>YES</i> |
| <i>Assaigs i exercis</i> | <i>20%</i> | | <i>NO</i> |

For the retake, no distinction is made between students who have followed the continuous evaluation and those who have opted for the comprehensive evaluation. All will be re-assessed using the same test or evaluation evidence.

The review of the final qualification will follow the same procedure as for the continuous evaluation.

Calendar of evaluation activities

The dates of the evaluation activities (midterm exams, exercises in the classroom, assignments, ...) will be announced well in advance during the semester.

The date of the final exam is scheduled in the assessment calendar of the Faculty.

"The dates of evaluation activities cannot be modified, unless there is an exceptional and duly justified reason why an evaluation activity cannot be carried out. In this case, the degree coordinator will contact both the teaching staff and the affected student, and a new date will be scheduled within the same academic period to make up for the missed evaluation activity." **Section 1 of Article 115. Calendar of evaluation activities (Academic Regulations UAB).** Students of the Faculty of Economics and Business, who in accordance with the previous paragraph need to change an evaluation activity date must process the request by filling out an Application for exams' reschedule

https://eformularis.uab.cat/group/deganat_feie/application-for-exams-reschedule

Grade revision process

After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will also be informed of the procedure, place, date and time of grade revision following University regulations.

Retake Process

"To be eligible to participate in the retake process, it is required for students to have been previously evaluated for at least two thirds of the total evaluation activities of the subject." Section 3 of Article 112 ter. The recovery (UAB Academic Regulations). Additionally, it is required that the student to have achieved an average grade of the subject between 3.5 and 4.9.

The date of the retake exam will be posted in the calendar of evaluation activities of the Faculty. Students who take this exam and pass, will get a grade of 5 for the subject. If the student does not pass the retake, the grade will remain unchanged, and hence, student will fail the course.

Irregularities in evaluation activities

In spite of other disciplinary measures deemed appropriate, and in accordance with current academic regulations, *"in the case that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation activity, it will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of various irregularities occur in the evaluation of the same subject, the final grade of this subject will be 0"*. **Section 10 of Article 116. Results of the evaluation. (UAB Academic Regulations).**

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Software

MS Office

Language list

| Name | Group | Language | Semester | Turn |
|-------------------------------|-------|-----------------|----------------|---------------|
| (PAUL) Classroom practices | 1 | Catalan/Spanish | first semester | morning-mixed |
| (PAUL) Classroom practices | 8 | English | first semester | morning-mixed |
| (PAUL) Classroom practices | 51 | Catalan/Spanish | first semester | afternoon |
| (PLAB) Practical laboratories | 1 | Catalan/Spanish | first semester | morning-mixed |
| (PLAB) Practical laboratories | 8 | English | first semester | morning-mixed |
| (PLAB) Practical laboratories | 51 | Catalan/Spanish | first semester | afternoon |
| (TE) Theory | 1 | Catalan/Spanish | first semester | morning-mixed |
| (TE) Theory | 8 | English | first semester | morning-mixed |
| (TE) Theory | 51 | Catalan/Spanish | first semester | afternoon |